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| Unit Title: | | Research | | | | | | | | | |
| **Teacher:** | Blickenstaff | | **Hour:** | | Period 5 | | | | | | |
| **Week:** |  | | **Date:** Tri 3 | |  | | | | | | |
| **Unit:** |  | | **Target Grade Level: 7** | | | | | | | | |
| **Course:** | Reading/Language Arts for ELA students | |  |  | |  |  |  |  |  |  |

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| **Learning Target(s):** | Write a persuasive essay employing statistics, expert opinion, common sense and examples to support an argument. |
| **Criteria for Success:** | Students can identify a research topic, find appropriate information from multiple sources, and produce a report in the proper format. |
| **Progression of Learning:** | Think of an idea, narrow down, conduct proper internet search, take notes without plagerizing, document sources used, create outline, write intro, body and conclusion, prepare bibliography |

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| **Content Area Standards, Essential Learnings, and Evidence Outcomes** | **21st Century Skills and Abilities** | **ISTE NET-S, ITEEA, or L4L Standards Addressed** |
| **Students can:**   1. Identify a topic for research, developing the central idea or focus (DOK 2-3) | * Collaboration and Teamwork * Critical Thinking, Reasoning, and Problem Solving * Invention, Innovation, and Creativity * Self-Direction * Information Literacy * Global Awareness * Inquiry Questions * Relevance and Application * Nature of Discipline | L4L-1 through 4, ISTE 1-Creativity and Innovation, 2- Communication and Collaboration, 3- Research and Information Fluency, 4-Critical thinking, problem-solving, and decision-making, 5- Digital Citizenship, 6-Technology Operations and Concepts |
| 1. Formulate open-ended research questions and identify potential sources of information (such as reference materials, electronic media), differentiating between primary and secondary source materials (DOK 2-3) |  |  |
| 1. Use organizational features of electronic text (bulletin boards, search engines, databases) to locate information (DOK 1-2) |  |  |
| 1. Evaluate accuracy and usefulness of information, and the credibility of the sources used (DOK 2-3) |  |  |
| **Students can:**   1. Synthesize information from multiple sources using logical organization, effective supporting evidence, and variety in sentence structure (DOK 3-4) |  |  |
| 1. Write reports based on research that includes quotations, footnotes, or endnotes, and use standard bibliographic format to document sources or a works cited page (DOK 3-4) |  |  |
| 1. Prepare presentation of research findings (written, oral, or a visual product) for clarity of content and effect, and grammatically correct use of language, spelling, and mechanics (DOK 3-4) |  |  |

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| **Pre-Assessment Summary** |  | **Post-Assessment Summary** |
| LoTi survey |  | LoTi survey |

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| **Summary of Differentiation Strategies and Students** |  | **Summary of Research Based Instruction Strategies** |
| Students prepare and write arguments in their own time with the ipod touches, use visuals, model arguments |  | Use projector as a visual, develop background knowledge, give models, lots of wait time, sentence frames |

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| **Technology Materials and Resources** |  | **Other Materials and Resources** |
| Todaysmeet.com, ipod touches, Webpath Express, Edutopia, Word, Wikispaces (use their pages to keep topic ideas and sources for research), Jing |  | Persuasive writing organizers, word lists, The Great Debaters movie, teacher selected articles on animal rights issues |

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| **Student Self-Assessment Strategies** |  | **Student Goal Setting Strategies** |
| Student reflections on wiki |  | Students set weekly goals in planner |

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| **Tier 1 Interventions (Universal) and Students** |  | **Strategically Planned Questions** |
| Preferential seating, visuals, multisensory development of background knowledge, classroom procedures |  | What is the difference between an expert opinion and common sense argument?  Why is this type of argument persuasive?  How can you participate in a debate for the affirmative on a resolution you don’t particularly agree with?  Why is it beneficial to learn to do so?  Are there two sides to every argument?  Why is this particular word persuasive?  Explain the process of a debate. |

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| **Tier 2 Interventions (Targeted) and Students** |  | **Vocabulary** |
| Study group Wed. after school for any students needing extra time or help, research/writing checklists, jing screencasts |  | Debate, controversy, affirmative, negative, resolution, common sense, statistic, expert opinion, example, racism, segretation, lynching, humane treatment, ethical, |

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| **Tier 3 Interventions (Intensive) and Students** |  | **ELL Strategies** |
| Sped students will work on project in Resource class for additional help. Students paired with tutors |  | Use projector as a visual, develop background knowledge, give models, lots of wait time, sentence frames |

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|  | Activities and Lesson Procedures-Debate Intro | Pacing |
| **Motivation (hook)** | The Great Debaters movie | 3 days |
| **Introduction** | What does debate mean? What is controversy? Have you ever disagreed with someone? What did it look like? |  |
| **Direct Teaching** | 4 types of arguments: statistic, common sense, example and expert opinion | 10 min each day for 2 days |
| **Guided Practice** | We read article together to find each kind of argument, student volunteers read types or arguments aloud and others have to identify (REPEAT WITH EACH NEW TOPIC) | 20 min each day for 2 days |
| **Feedback** | Teacher highlights effective arguments on Todaysmeet.com, asks why it is or is not effective. | 15-20 min per issue |
| **Independent Practice** | Mock debates with ipod touches and todaysmeet.com. Students post arguments from the pro or con point of view from articles they’ve read. | 30 min per issue |
| **Closure** | Students participate in live debate with others who studied the same side. One point is given to each effective pro or con argument to see which side wins. |  |
|  | Activities and Lesson Procedures-Research and Introduction | Pacing |
| **Motivation (hook)** | Teacher reads student-written example of a persuasive essay on why students should be allowed to wear hats in school. | 10 min |
| **Introduction** | What types of arguments did you hear? What specific words made this sentence effectively persuasive? How could it have been improved? Where and how could you find similar information for your own topic? Is “Soccer” an opinion that can be argued? How could you modify it or scale it down? How could you form a resolution for this topic? |  |
| **Direct Teaching** | How to evaluate a website  Procon.org overview  How to create a citation (THESE 3 SESSIONS TAUGHT BY OUR MEDIA SPECIALIST)  How to write an effective introduction. Teacher models with her own opinion statement, background information, and statement of 3 main reasons. | 5 days |
| **Guided Practice** | Students use citationmachine.net to create citations for various media after modeling with teacher feedback.  Students fill out a graphic organizer for their introduction that prompts them for opinion statement, background information, and 3 main reasons. | 2 days |
| **Feedback** | How does your opinion statement effectively narrow the topic? What is your background information? Where did you state your 3 main reasons? | ongoing |
| **Independent Practice** | Students write their own introduction. | 45 minutes |
| **Closure** | What did you learn about writing an effective introduction? On a scale of 1 to 5, how do you feel about yours? | 3 minutes |